



The Poppet Head

Weekly newsletter of Quarry Hill Primary School
Wednesday, October 14th 2020
Newsletter No. 16

Our Vision:

QHPS students are empowered to be engaged learners. Our community fosters a culture of respect and belonging.

2020 TERM DATES

Term 4 October 5 – December 18

Principal: Jo Menzel

School Council President: Claire Flanagan-Smith

PFA President: Renee Selkrig

PFA Vice President: Kasslea Shaw

IMPORTANT DATES

	Time	Details
OCTOBER		
Tuesday 20 th	7.00pm	Q & A - BYOD 3-6 2021
Thursday 22 nd	All Day	Book Week Dress Up Day
Friday 23 rd	All Day	Thank You Day Public Holiday- No School
Wednesday 28 th	All Day	Bendigo Cup Public Holiday- No School
Thursday 29 th	3.30pm	Book Club Orders Due
NOVEMBER		
Friday 20 th	All Day	Curriculum Day

~OUR VALUES~

Kind

I understand that everyone is different
I co-operate
I respect myself, others and the environment
I am Community minded
I belong

Curious

I am a learner
I seek knowledge
I ask questions
I explore and wonder
I Create

Brave

I am honest
I am independent
I have high expectations
I am resilient
I am open to feedback



THE NEW ROOF – Rooms 1 & 2



Kind



Curious



Brave

Dear Parents & Carers,

BOOKLISTS FOR 2021

Students will receive their booklists for 2021 next Monday. The school makes every effort to keep the cost of items and activities to a minimum to make it more affordable for all parents.

The process for next year will change slightly due to our learnings from COVID safe practices this year. All booklists will need to be ordered online through our supplier JI Office Products. The instructions on how to do this are on the front of the booklist.

Also, for the first time, all grade levels (including our Prep children) will have their own items which will not be shared with others. Because of this, it is important that all these items are clearly named. Full instructions on how teachers would like these labelled will be distributed on Book Collection Day in 2021.

Please ensure you ask your child for their booklist next Monday, October 19th when they arrive home.

If you have any questions about the booklists please do not hesitate to contact Narelle in the office.

Book lists need to be ordered online by **Friday December 4th 2020** to ensure supplies are ready for pick up on Book Collection Day on Thursday January 21st 2021. The office will be open from 8:00am – 4:00pm on this day. Please mark this day on your 2021 diary.

SUNSMART

Hats are now required to be worn when students are outside. Please remind your child to pack their hat and sunscreen in their bag. When it comes to using sun protection, temperature isn't a good guide. You can't see or feel UV but UV is the part of the sun that can damage skin and eyes and lead to skin cancer. SunSmart advises that Victoria's UV levels start to rise from mid-August. For SunSmart information visit <https://www.sunsmart.com.au/communities/parents>



SCHOLASTIC BOOKCLUB

Scholastic Book Club have sent **Issue 7** to our school which has been distributed to the children last week. Orders are due in to the office by Thursday 29th October. No late orders will be accepted. To order books online please find the link below.

<https://www.scholastic.com.au/book-club/book-club-home/>

STUDENT ACHIEVEMENT AWARDS

KIND

Annabelle M (Room 6)	for always making sure your friends feel happy and included.
Declan T (Room 15B)	for being community minded by caring for others. Well done!

CURIOUS

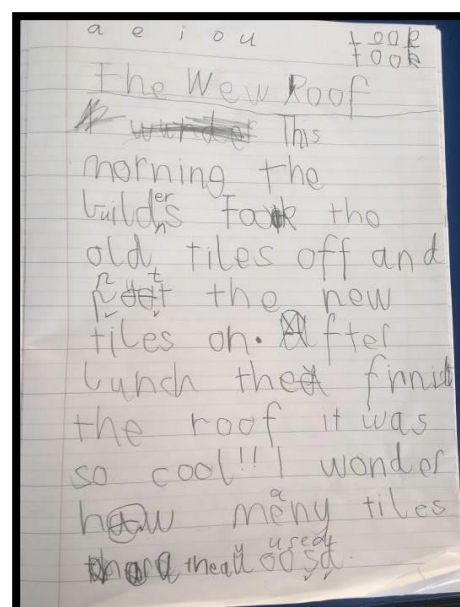
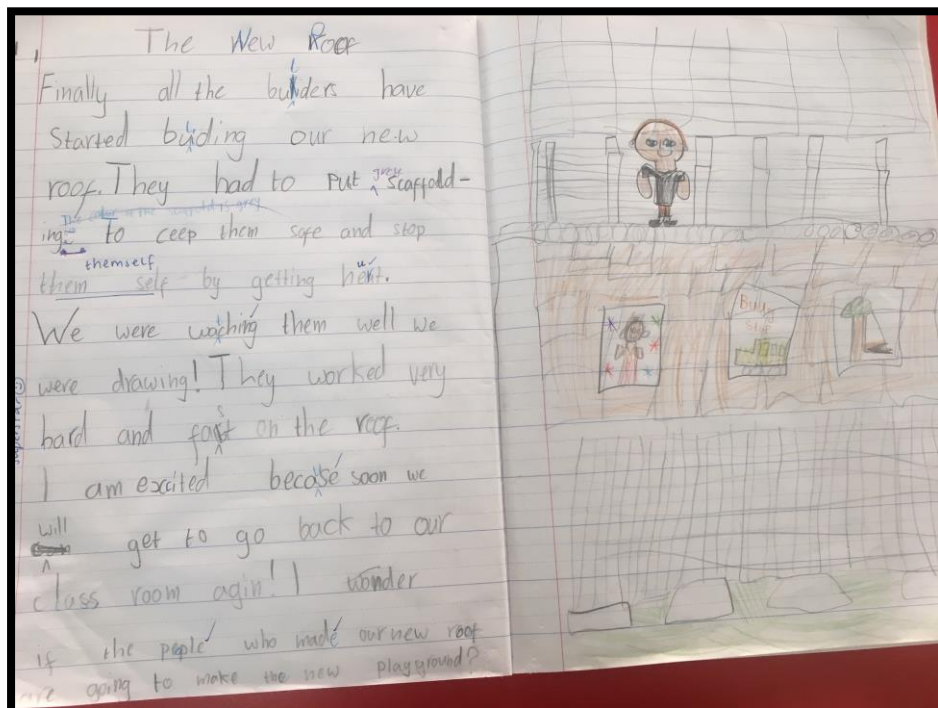
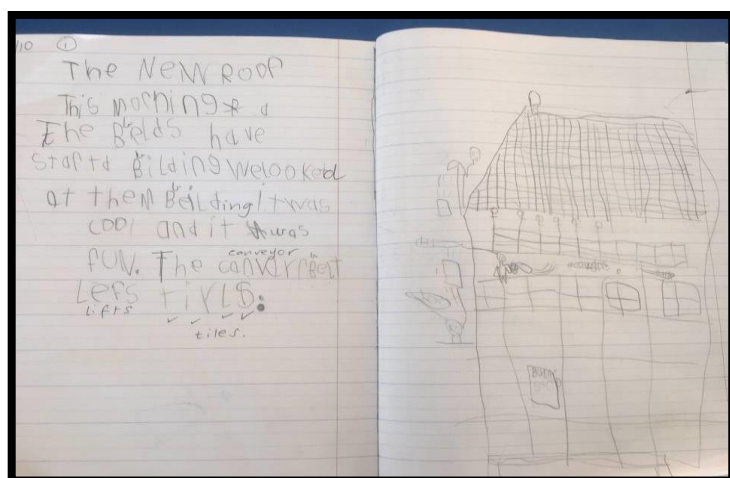
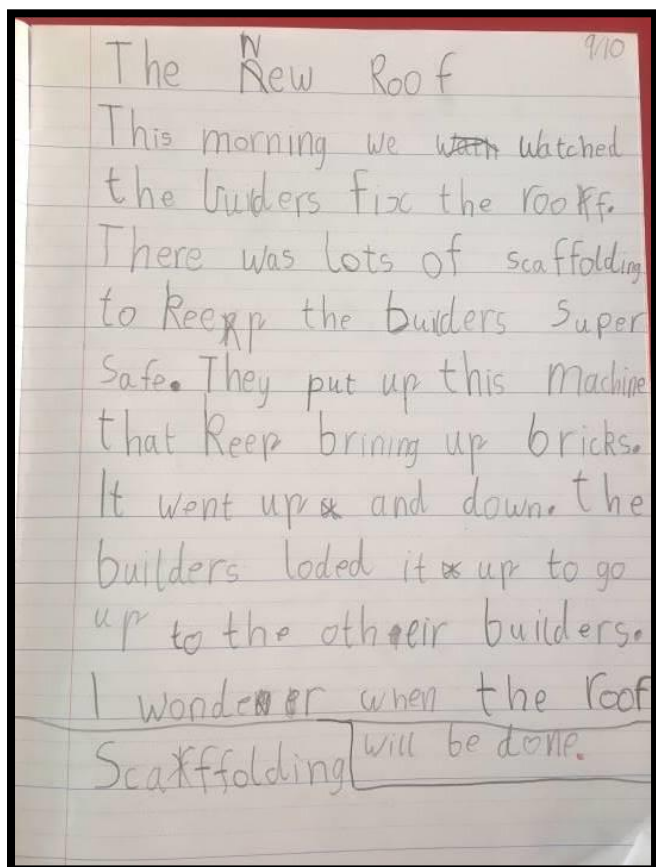
Mia B (Room 15A)	for asking lots of questions after returning from remote learning.
Tom R (Room 5)	for confidently communicating his mathematical thinking during number Talks.
Scarlett C (Room 9)	for trying really hard to spell her words in her writing correctly using strategies to assist her.
Lilah R (Room 2)	for her amazing writing and picture explaining her observations of our new classroom roof.
Ebony-Rose B (Room 1)	for writing a detailed observation of the new roof going on.

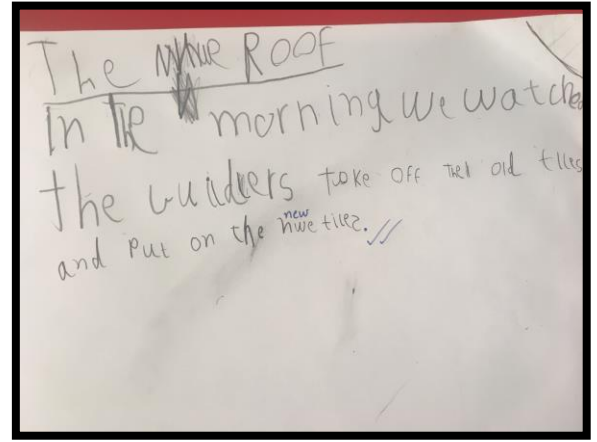
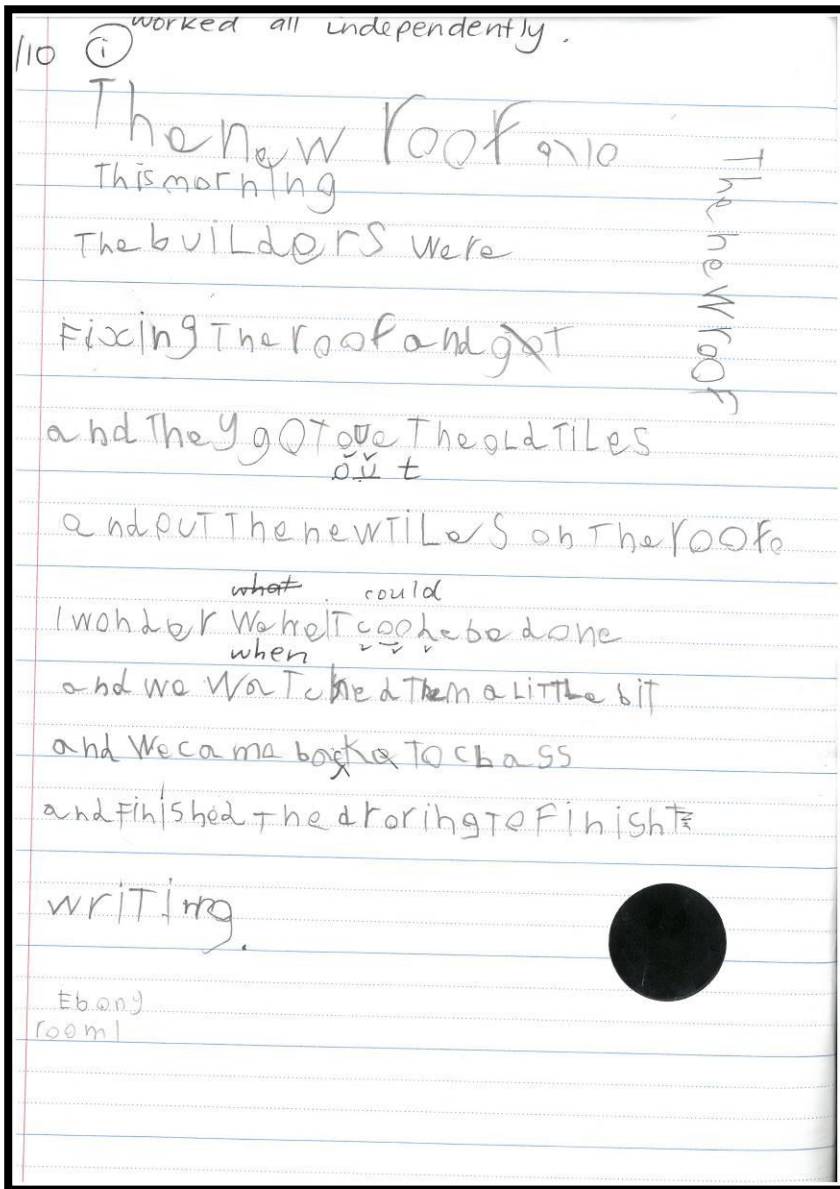
BRAVE

Emily P (Room 5)	for taking great care with her handwriting and presentation of her work.
Noah B (Room 12A)	for settling back into class seamlessly. It's great to have you back Noah!
Lottie N (Room 14A)	for making a detailed prediction using the evidence from the text.

NEWS FROM ROOMS 1 & 2

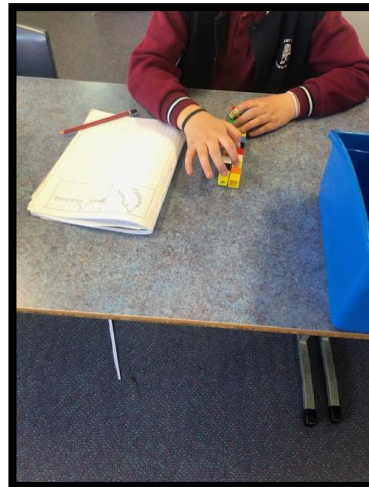
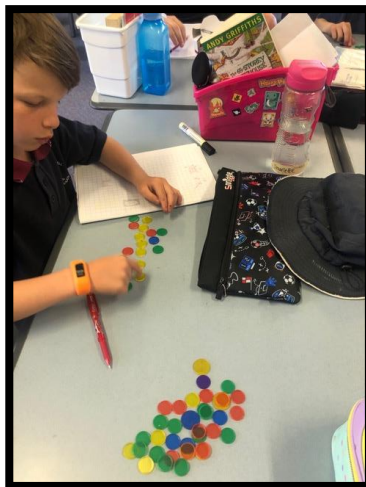
On Friday, Room 1 & 2 watched the builders take off the old tiles and put the new tiles on our classrooms. First, we drew a picture of what we could see including the scaffolding, the wooden frame and the fence. It was exciting to see the builder's progress and we enjoyed watching the machine that took up the new tiles on the roof! Then, we wrote about our observations.





GRADE 3/4 MATH GROUPS

In Maths groups this week, we have been learning about division & sharing between the two.



eSmart topic: Parents' Ultimate Guide to Minecraft

Dive deeper into the choose-your-own-adventure world of Minecraft, the quirky building game that can keep kids hooked for hours, but has lots of learning benefits, too.

Click link to read [Parents' Ultimate Guide to Minecraft](#)

Source: Common Sense Media

IMPORTANT INFORMATION

ACCA
ACADEMY OF CREATIVE ARTS

DEADLINE EXTENDED

APPLICATIONS FOR 2021 ACA PROGRAM NOW CLOSE FRIDAY 9TH OCTOBER
AUDITIONS TO BE HELD 24/25 OCTOBER & 31 OCT/1 NOVEMBER

FORMS & INFORMATION AT WWW.BSE.VIC.EDU.AU/ACADEMY-OF-CREATIVE-ARTS
SEND YOUR APPLICATIONS VIA EMAIL TO CYNTHIA.HOLSWORTH@EDUCATION.VIC.GOV.AU

IMPORTANT INFORMATION

KIDS HELPLINE & HEADSPACE

Kids' sadness and anxiety about COVID-19 can show up in many different ways.

For some helpful resources to support young people's mental health during these trying times (and beyond), please see:

[headspace](#)

: headspace.org.au/covid-19/

[Kids Helpline Official](#)

: kidshelpline.com.au/coronavirus

Kids' Sadness About COVID-19 May Look Like:

Anger "This stupid remote doesn't work!"	Resisting the "new order" "I'm not doing four math problems! I'm only doing one!"	Tiredness "I don't want to go for a walk. I'm too tired!"
Numbing Out ("Just 30 more minutes on the iPad!")	Displaced frustration "I didn't want lasagna for dinner. I wanted tacos!"	Boredom "I'm bored" = code for "I'm sad"

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Dja Dja Wurrung Seasons Boyn and Lawan

About the Season:
Boyn and Lawan season happen in the Gregorian Calendar months of September and October. Boyn means bread and Lawan means Mallee Fowl. The orange of our mural, represents the dirt Mallee Fowl make from their

Season events/characteristics:
Yam daisy is flowering. After the flowers die back, it's time to harvest the bulbs. The seed becomes available later thru to December.
Bird eggs are collected early. This gives the birds a chance to lay again for hatching.
During this season Dja Dja Wurrung don't hunt birds because they are laying eggs. They only hunt animals when they are not breeding.

Flora in the Bushland
Malleefowl habitat has disappeared since colonisation due to changes in land management and fire regimes and is now a threatened species.

Other edible bulbs include Milkmaids, Chocolate Lily and Bulbine Lily.

Yam Daisy (Murnong) was an important staple food. Women dug the roots with digging sticks and then roasted them in baskets in an earth oven. This plant used to be everywhere but became scarce due to grazing sheep.

Kind
Curious
Brave

Resilience, Rights and Respectful Relationships conversation starters for families: Over the next few weeks we will share some activities that will help build and maintain your child's wellbeing. Most of them are short and require very few materials. The activities cover six key elements that are important to wellbeing. There are also activities that focus on positive thinking and gratitude as well as breathing exercises that promote calm. These activities are based on the Resilience, Rights and Respectful Relationships teaching and learning materials.



Understanding emotions

Understanding emotions helps your child to understand themselves and other people.

We can do this by focusing on recognising, expressing and managing emotions.

Understanding emotions is key to building empathy and self-awareness.



Personal strengths

Help to build your child's ability to recognise and understand positive qualities in themselves and others.

This will help to build your child's self-confidence and the capacity to face and manage challenges.



Positive coping

Provide opportunities for your child to discuss and learn different types of coping strategies.

This will increase your child's ability to manage stress, control impulses and overcome obstacles.



Problem solving

Your child can develop their critical and creative thinking skills to explore different types of problems.

This can build your child's ability to make responsible decisions that consider the likely consequences of different ways of solving problems.



Stress management

Learn about different calming strategies to deal with stress.

This can help your child to cope with challenges they are facing now and in the future.



Help seeking

In these challenging times, it is important to normalise asking for help.

Your child will learn to recognise situations in which to seek help, identify trusted people in their lives to ask for help and practice asking for and providing help.

Prep/Foundation

1/2

3/4

5/6



Understanding emotions

Goal: Understand our emotions.

Activity: With your child, name the different emotions that characters in your favourite TV show or story book are feeling. How many can you name? Ask: *How can we work out what emotions other people are feeling?*



Problem solving

Goal: Recognise solutions to problems.

Activity: Come up with three positive and different ways to solve this problem: *You and your family arguing over which show to watch on TV.*



Understanding emotions

Goal: Understand our emotions.

Activity: Play emotional charades with members of your family. Each person acts out an emotion and family members guess the emotion/feeling.

Goal: Understand situations that can trigger different emotions.

Activity: Your child asks a family member how they would feel if:

- They were starting a new school or job
- Their friend had told everyone a secret they shared with them
- They had won a prize.



Problem solving

Goal: Identify and evaluate strategies to solve problems.

Activity: Encourage your child to talk to a family member and ask: *Tell me about a small problem you faced? How did you solve the problem? If you were faced with the problem again would you solve it differently?*

Goal: Differentiate between levels of problems.

Activity: With your child decide how big the following problems are. Rank them from 1 (little problem) to 3 (big problem):

- You miss your friends at school.
- You are feeling bored being at home all the time.



Understanding emotions

Goal: Understand our emotions.

Activity: Go around the dinner table and have each person share three emotions that they felt that day and why.

Goal: Understand others' emotions.

Activity: Encourage your child to tell a person in your family about their day. The listener tries to guess what emotions your child would have felt during their day.



Website: www.quarryhillps.vic.edu.au
Phone: 5443 3537

INSIGHTS

Help kids tap into their inner resources



My first parenting mentor, Maurice Balson, author of *Becoming Better Parents* constantly reminded parents, “If you want your child to be resourceful you need to put them in positions to develop their resources.”

Balson’s resourcefulness message is just as apt today. Coping with change, dealing with small losses, handling rejection and overcoming disappointment are the types of experiences that build a child’s or young person’s inner resources.

Developing resourcefulness is the appropriate approach to take when considering the disruptive impact that coronavirus is having on kids’ lives. A child who is struggling to come to grips with the changes brought about by the pandemic initially needs an emphatic, supportive approach. They also need encouragement to tap into their inner resources to help them manage the hard times. The following strategies will help develop your child or young person’s inner resources.

Give them a chance to be resourceful

Harry, age 10, often leaves his lunch at home. His father, who works from home, won’t take forgotten items to school. Harry either misses lunch or persuades his friends to share their lunches with him. Either way, when Harry leaves his lunch at home he’s forced to rely on his emotional or physical resourcefulness to get by. And he does.

Catch them being resourceful

A child’s behaviours that gain a parent’s attention generally expand. Highlight a child’s good manners, acts of kindness or honesty and you’re more likely to get a repeat of those behaviours. Positive parental recognition is a high motivator for most kids. To encourage your child’s resourcefulness, focus your attention and positive comments on acts of resourcefulness and resilience they exhibit.

Encourage creativity

Sylvia, age 13 walked to school each day, saving her bus fare to spend on clothes that were out of reach of her parents’ budget. Sylvia found a way to overcome her money problem in her own way. Children and young people usually come up with very creative solutions when they’re allowed to own their problems.

Develop coping skills

Kids rely on their coping skills to help them manage their emotional states when life throws them curve balls. Build your child’s set of coping skills through direct teaching, modelling and discussion. Humour, distraction, relaxation, exercise, play and thought-distancing are some of the more common coping skills kids can use to help them tolerate their difficult feelings.

The resourcefulness a child develops when they experience adversity doesn't desert them when life returns to normal. It waits in the background, ready to be drawn upon again when hardships, frustrations and difficulties come their way.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.